

**TEACHERS' CONCERN AND
CURRENT LIFE SKILLS EDUCATION PRACTICES
AMONG MIDDLE SCHOOL TEACHERS
IN LASHIO TOWNSHIP**

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ABSTRACT

‘Life skills education’ (LSE) is a foundation for young people and adults to negotiate and mediate everyday challenges and risks and enable productive participation in society. Teachers are important in effective implementation of LSE. The aim of the study was to study the teachers’ concern and current life skills education practices among middle school teachers. This study was cross-sectional descriptive study, conducted in Middle and High Schools, Lashio Townships, Shan State during September to December 2017. A total 130 middle school teachers were participated in this study. Their concern and current LSE practices were assessed using self-administered questionnaires. Out of 130 teachers, 53 (40.8%) teachers were taught LSE curriculum in current academic year and 39 (30%) had training for LSE teaching. The possible knowledge score was varied from 0 to 29 and were classified into two level as median score 20. A total 83 (63.8%) teachers got above the median knowledge score. Regarding the topics in the curriculum, 123 (94.6%) teachers knew the topic Drug and substance abuse. Regarding to attitude score on LSE, the possible attitude scores were varied from 1 to 5 and were classified into two levels as median score 3.57, 78 (60%) teachers got the attitude score above the median attitude score. Teachers from urban had more positive attitude score than rural (p value = 0.031). The 80 percent of the teachers agreed that giving information of condom used and contraception can get the early sexuality in students’ life. Most of the teachers knew that the total number of LSE classes during academic year were 36 classes but (90.6%) of the teachers had taught less than 18 LSE classes until the end of mid-term. Some classes were omitted especially the reproductive health, HIV/AIDS and STIs topics classes due to lack of confident and comfort and communication barriers and cultural barriers. Only 38.4% of teachers answered that there was monitoring and supportive supervision on LSE teaching. LSE training program could provide the way of teaching such as active participatory methods to fill up the communication gap between students and teachers which enhance the LSE teaching to be effective in school.